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ABSTRACT

An outline for a course designed to review shorthand principles and provide practice for speed and accuracy in transcription is given. Class activities are organized in conjunction with the textbook, "Gregg Shorthand for Colleges, Volume One, Series 90." Course and performance objectives, suggested instructor and student materials, an explanation of the student evaluation system, instructions on the use of the class notebooks, a transcription checklist, instructions for typing business letters, and a bibliography are included. (JW)

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Stark Technical College

SHORTHAND II

TC830801

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SHORTHAND II

A developed course encompassing the competencies identified in the administrative area of the Secretarial Science Technology task analysis.

Submitted

to

Stark Technical College

Staff and Development Office

By

Ruth E. Lawrence

1982

COURSE DESIGN

SHORTHAND II

CREDIT HOURS	CLASS HOURS	LAB HOURS
4 Credits	5 Class Hours	0 Lab Hours

PREREQUISITE:

Shorthand I

COURSE DESCRIPTION:

An extension of Shorthand I, including completion and review of the Shorthand theory principles, with practice for speed and accuracy plus transcription.

COURSE RATIONALE:

Shorthand is a requirement for the executive secretarial position in taking dictation of correspondence, reports, speeches, instructions, telephone calls, minutes of meetings, etc. The study of shorthand is an entry level requirement for many office jobs due to the grammar skills learned in its study, due to the diligence and discipline required to learn it, and due to the expertise even its occasional use may provide.

This course will provide the completion of Gregg Shorthand theory, will review all of the theory principles, will teach transcription skills with punctuation marks, spelling, grammar, and vocabulary building. Its goal is to develop the ability to read, write, and transcribe dictation.

GENERAL LEVEL OBJECTIVES:

The general level objectives of this course are as follows:

--To complete the principles of Gregg Shorthand.

--To review all the principles of Gregg Shorthand.

--To develop improved proportion and accuracy in writing Shorthand from dictation.

--To develop the students' dictation recording speed to the highest point possible.

--To develop the students' ability to construct outlines for unfamiliar words under the stress of dictation.

--To develop speed and proficiency in transcription activities.

--To extend the students' knowledge of the basic nonshorthand elements of transcription such as vocabulary, spelling, punctuation, typing style, and grammar as it relates to the Shorthand material presented.

Upon completion of the Shorthand II course, the student will:

1. Apply language arts skills, including spelling, grammar, word usage, punctuation, capitalization, expression of numbers, as presented in the textbook.

2. Read from familiar shorthand plates, from shorthand homework notes, and from dictated material at a rate from 100 to 150 words a minute.

3. Record practiced material and new matter of average difficulty dictated at 60 to 80 words a minute for two minutes.

4. Transcribe these takes on the typewriter at first trial at a minimum transcription rate of 15 to 28 words a minute with 97% accuracy.

5. Possess a cooperative attitude towards others, expressed in courtesy to other members of the group and an awareness of their rights; in independent work habits that preclude the borrowing of supplies, asking for help in reading notes, etc.; and in sharing responsibility for leaving their work stations cleared.

COURSE ORGANIZATION:

The Shorthand II course is divided into three parts as follows:

Part 1: Completion of Shorthand principles (Lessons 31-48)

Part 2: Reinforcement (Chapter 9, Lessons 49-56)

Part 3: Shorthand and Transcription Skill Building (Chapter 10, Lessons 57-70)

COURSE OUTLINE:

Although Shorthand I emphasizes the development of a solid foundation in the basics of Shorthand theory, the Shorthand II course completes the alphabet, brief form list, various types of words, and the phrases. The complete theory presentation can be grouped into five parts:

Alphabetic Characters (Lessons 1-34)

Brief Forms (Lessons 3-31)

Phrases (Lessons 3-46)

Word Beginnings (Lessons 3-46)

Word Endings (Lessons 2-47)

Since all chapters introduce and integrate Shorthand symbols (alphabet, word beginnings, brief forms, phrases, etc.) in the process of applying Shorthand theory, there is no content breakdown of topic information. This allows students to focus on defining and developing Shorthand skills by practicing and using the Shorthand knowledge/theory, as it is introduced.

Part 1 completes the theory principles, including brief forms, word beginnings and endings, joined and disjoined, phrases, abbreviated words, quantities and amounts, intersections, cities and states.

Part 2 concentrates on a review of theory, names of states, a phrase review, emphasis on writing good proportion, beginning transcription skills such as estimating the number of words in a letter, typing draft copy of two-minute Shorthand dictation, etc.

Part 3 (Skill Building) emphasizes beginning transcription of speed dictation as well as mailable letters. Of concern is proper placement of the letter on the page and correct spacing with all letter parts as well as application of all transcription skills.

A calendar is displayed showing the order or presentation for each lesson. Please note that all Shorthand II courses (both day and night) should be coordinated to insure continuity of content and the same evaluation standards.

CALENDAR 10 Weeks--5 hours per week 50-Minute Sessions

WEEK					
1	Review Lessons 1-30	Lesson 31	Lesson 32	Lesson 33	Lesson 34
2	35 Introduce Typed Transcription	36 Brief Form Quiz	Quiz 1 - 36	37	38
3	39	40	41	42	Quiz 1 - 42
4	43	44	45	46	47
5	48	49 Quiz 1-48 Review 1-6	50 Review 7-12	51 Review 13-18	Speed Dictation For Transcription
6	52 Review 19-24	53 Review 25-30	54 Review 31-36	55 Review 37-42	Mailables or Speed Dictation
7	56 Review 43-48	57	58 Review States Line 1	59 Review State Line 2	Mailables or Speed Dictation
8	60 Review State Line 3	61	62 Quiz States	63	Mailables or Speed Dictation
9	64	65	66	67	Mailables or Speed Dictation
10	68	69	70	Review	Mailables or Speed Dictation

STUDENT HANDOUT

SHORTHAND II #5005-1-024

4 Credit Hours
5 Class meetings per week

Mrs. Ruth E. Lawrence
Office: #2007-T
Tel: 494-6170, Ext. 360

Required course materials:

GREGG SHORTHAND FOR COLLEGES, SERIES 90, VOLUME ONE (Lessons 31-70)
+ WORKBOOK
+ STUDENT TRANSCRIPT
GREGG SHORTHAND DICTIONARY, SERIES 90

2 pens
2 steno pads (minimum)
typing paper
correction film

Grading Scales:

Two-Minute Dictation Speed Takes (97% Accuracy)
A - 80 wpm (6 errors)
B - 70 wpm (5 errors)
C - 60 wpm (4 errors)
D - 50 wpm (3 errors)

Mailable Letters Dictated at 60 wpm (Minimum of 5 required)

M (Mailable) Perfect, or with a minor error, easily corrected.

U (Unmailable) Typing error, misspelled word, punctuation error, capitalization error, sloppy correction, unbalanced margins, etc.

Test & Quiz Grading Scale:
A - 0, 1 errors (25-35 answers)
B - 2
C - 3
D - 4
F - 5

Reading Rate from homework:
A - 150 up
B - 129-149
C - 100-119
D - 80- 99

Final Grading Scale:

1/3 Speed Takes

1/3 Theory & Vocabulary Tests (1/3)
Homework & Reading Rate (1/3)
Mailable Letters (1/3)

1/3 Required Comprehensive Final Examination

COURSE RESOURCES:

Instructor Materials

Textbook - GREGG SHORTHAND FOR COLLEGES, Volume One, Series 90 (37749-9)

Instructor's Handbook (37753-7)

Student's Transcript (37750-2)

Workbook (37751-0)

Key to Workbook (37752-9)

SELF-CHECKS FOR GREGG SHORTHAND FOR COLLEGES, Volume One, Series 90 (37775-8) (Self Checks and Key)

GREGG SHORTHAND DICTIONARY, Series 90 (24482-0)

GREGG SHORTHAND MOST-USED WORDS AND PHRASES, Series 90 (24483-9)

SHORT BUSINESS LETTERS FOR DICTATION AND TRANSCRIPTION, Charles E. Zoubek

Stopwatch

Steno pad (for demonstration)

Current Newspaper and Magazine Articles on Secretarial Work

Audio Visuals

GREGG SHORTHAND TRANSPARENCIES, Series 90 (86640-0) + Projector

GREGG SPEED DEVELOPMENT TAPE LIBRARY

Student Materials

Textbook GREGG SHORTHAND FOR COLLEGES, Volume One, Series 90

Workbook

Student's Transcript

GREGG SHORTHAND DICTIONARY, SERIES 90

Steno pads (one for class work, and one for home work)

Pens (blue or black, not colored, not felt tip)

School typewriters

Resource People

Ruth E. Lawrence	-	Instructor Secretarial Science Technology Stark Technical College
Betty Jean Morford	-	Department Head Secretarial Science Technology Stark Technical College
Cecelia Albaugh	-	Instructor Junior Steno Intensive Office Education McKinley Senior High School Canton, Ohio

EVALUATION SYSTEM:

The student's knowledge of Gregg Shorthand can be evaluated through several different media. Students may be given daily tests on the Shorthand theory. Review quizzes should be given every six lessons during the theory presentation, and periodically after. Tests will be given once with no make-up tests. On a quiz of from 25 to 35 answers, letter grades should be determined based upon the total number of items missed on the test. The following scale is recommended:

A 0, -1
B -2
C -3
D -4
F -5

This scale may be adjusted for more than 35 answers.

The student's quick recognition in reading from homework is another method of assessment. Students may be asked to read for one minute or may be asked to read a complete letter from homework. The reading rate is as follows:

A - 150 up
B - 120-149
C - 100-119
D - 80- 90 (Count 3 best efforts)

The student's ability to write Shorthand may be assessed through the two-minute dictation of both familiar and new material at speeds from 50 to 80 words per minute. A 97% accuracy factor is used in scoring. Considering the three best efforts, the letter grades appropriate are as follows:

A - 80 words per minute (6 error maximum)
B - 70 " " " 5 " "
C - 60 " " " 4 " "
D - 50 " " " 3 " "

In mailability, five mailable letters are required from each student. These letters should be dictated at 60 words per minute, and may be chosen from both familiar and new material. They should not exceed 125 words per letter. The following scale should apply:

A - 5 mailable letters
B - 4 mailable letters
C - 3 mailable letters
D - 2 mailable letters
F - 1 mailable letters

Final Grading:

Grades from each of the previous areas will be assessed to determine the student's final grade. A comprehensive final examination should be given which would count 1/3 of the final grade average. The speed dictation takes should count 1/3, and the remaining 1/3 consists of theory and vocabulary tests, homework, reading rate, transcription, and mailable letters. The final grading outline would appear as follows:

1/3 Speed takes

1/3 Theory & vocabulary tests, homework, reading rate, transcription, mailable letters

1/3 Required Comprehensive Final Examination

INSTRUCTIONAL DESIGN

DESIGN EXPLANATION:

As previously noted, class sessions for Shorthand II are structured according to the lessons developed in GREGG SHORTHAND FOR COLLEGES.

Since each lesson builds Shorthand knowledge through the theory presented in previous lessons, content information from one lesson becomes an integral part of the next. Success in developing Shorthand skills depends on mastering the basics of Shorthand theory as they are presented. The instructional design outlined in this notebook will present a comprehensive overview of student performance upon completion of the entire ten-week program.

Chapters (identified by lesson groups) will define specific student performances expected on completion of learning activities performed in class.

LEARNING ACTIVITIES:

Learning activities focus on developing student skill by using and practicing Shorthand symbols/theory as they are presented. Learning activities progress from the simple to the complex. Each learning activity is preceded by a performance objective defining the Shorthand theory/principle that needs to be mastered for continued success in developing Shorthand skills.

Please Note: All performance objectives and learning activities defined prior to a specific lesson should be repeated in any lesson that follows as the instructor and/or student feels necessary.

PERFORMANCE OBJECTIVES:

Upon completion of the Shorthand II course, the student will:

1. Hear phonetic sounds and record them in Gregg Shorthand symbols.
2. Define words and use them correctly in correspondence.
3. Read from Shorthand homework notes at a rate from 100 to 150 words a minute.
4. Transcribe on the typewriter from published Shorthand plates, from homework notes, and from dictated material with 97% accuracy at a rate from 20 to 30 words a minute.
5. Write the brief forms, high-frequency words, and common phrases automatically from sound and to transcribe the same with 97% accuracy.
6. Master the principles of Shorthand to the point of constructing unpracticed outlines from sound in dictation exercises.
7. Write legible, well-proportioned outlines that can be read at a minimum rate of 80 wam.
8. Identify and write both longhand and Shorthand for all of the states of the United States and major cities with 97% accuracy.
9. Have a responsible attitude towards work, expressed in starting the day's work promptly, accepting suggestions for improvement in conduct and work, checking work consistently for errors and correcting errors before submitting work, plus working intelligently towards maximum improvement.

INSTRUCTIONAL UNIT - PART I - COMPLETION OF SHORTHAND PRINCIPLES

UNIT OBJECTIVE:

Since Shorthand II is an extension of Shorthand I, the objective is to present the remaining 3/8 of the theory lessons. Objectives and learning activities will be similar but more advanced regarding time allowed, and accuracy requirements. Upon completion of these lessons, the student will:

1. Hear phonetic sounds and identify the symbols.

   Learning Activity: Spell in Shorthand the words presented on the chalkboard, in the book, in the workbook, or on the transparency. Spelling can be in chorus, by a specific group, or by individual.

   AUDIO VISUAL RESOURCE: Gregg Shorthand Transparencies, Series 90

2. Read from familiar Shorthand plates in the textbook, from homework notes, from overhead transparencies, and from dictation.

   Learning Activity: Reading may be in chorus, by a specific group, or by individual.

3. Write the shorthand forms.

   Learning Activity: Writing may be tracing over the forms in the book (called "dry-penning").
   Writing may be copying the Shorthand forms presented in the lesson.
   Writing may be "air writing" the Shorthand as words are dictated.
   Writing may be from dictation of simple sentences and letters or paragraphs.

4. Demonstrate the correct use of the steno pad.

   Learning Activity: Write on half the line, use a rubber band to hold used pages, date the bottom of pages, slip the paper up when writing down the column.

5. Identify the need for an "Enclosure" notation at the ends of letters.

   Learning Activity: At the end of the shorthand copy of the letter, if the letter mentions that an item is enclosed, the student should add an enclosure reminder--Enclosure, Enc., or the shorthand symbol for either.

6. Mark the titles of books, newspapers, magazines, etc., with a wavy line under the shorthand forms.

   Learning Activity: When writing the letters, the student should indicate the titles of books, newspapers, magazines, etc., by the wavy line indicating that the titles would be in all caps or underscored in the transcript.

7. Define words, spell them correctly, and use them correctly in sentences.

   Learning Activity: The Business Vocabulary Builder word lists may be written for homework, and the workbook exercises using them should be completed. Tests may be given on them. Class recitation may be used to emphasize and review.

8. Select appropriate word from those that sound alike but are spelled differently and have different meanings.

   Learning Activity: In the "Similar Words Drill" the student should pronounce, define, and spell the words presented. The workbook exercises give practice in this as well as the book shorthand letters. Class recitation may be used to emphasize and review.

9. Spell accurately.

   Learning Activity: The text presents Shorthand outlines in color with the word correctly spelled and syllabicated in the margin. Spelling exercises may use these marginal words or the Business Vocabulary Builder list. Spelling exercises may be oral, written, or incorporated in theory word lists.

10. Identify typing or transcription errors in a printed letter.

    Learning Activity: The printed letter used may be that in the book, another letter, or the student's own typed transcript.

11. Select the appropriate word from those of similar spelling or sound, but with different meanings.

    Learning Activity: Selections may be by spelling the correct word, or by writing in longhand the correct spelling, or by typing it. Dictation of sentences, letters, or workbook sentences using these words might be used.

12. Write the shorthand for major cities in Ohio.

    Learning Activity: The student may copy from the chalkboard presentation or write from dictated city names the correct Shorthand forms for Akron, Cambridge, Canton, Cincinnati, Cleveland, Columbus, Dayton, and Toledo.

LESSONS 31-36

OBJECTIVES AND LEARNING ACTIVITIES

All previous objectives and learning activities are included.

1. Punctuate with commas accurately by reading and writing.

   Learning Activity: The student will identify the need for a comma in reading and writing. The reason for its use should be indicated in oral reading.

   Specific commas to be identified are as follows:
   , parenthetical
   , apposition
   , series

2. Select the appropriate word from addition or edition.

   Learning Activity: Selection may be by spelling the correct word, or by writing in longhand the correct spelling. Dictation of sentences, letters, or workbook sentences using these words might be used.

3. Demonstrate a knowledge of the shorthand for states starting with letters A through K.

   Learning Activity: Knowledge may be illustrated by reading or writing the states in shorthand or longhand.

4. Write the brief forms accurately.

   Learning Activity: Brief forms may be dictated for shorthand writing and transcription, may be used in phrases, sentences, paragraphs, and letters.

5. Read for speed for one minute from home work notes.

   Learning Activity: Group reading is recommended at first as some students will have problems interpreting their own writing. The need for more accurate writing will be demonstrated to each one. Timing and grades may be given after several practice days.

LESSONS 37-42

OBJECTIVES AND LEARNING ACTIVITIES

All previous objectives and learning activities are included.

1. Punctuate with commas accurately by reading and writing.

   Learning Activity: The student will identify the need for a comma and indicate orally the reason for its use.

   Specific commas to be identified are as follows:

   , if clause
   , as clause
   , when clause
   , introductory

2. Select the appropriate word from "accept," or "except."

   Learning Activity: Selection may be by spelling the correct word, by writing in longhand the correct spelling as well as dictation of sentences, letters, or workbook sentences using these words.

3. Demonstrate a knowledge of the shorthand for states starting with letters L through N.

   Learning Activity: Knowledge may be illustrated by reading or writing the states in shorthand or longhand.

LESSONS 43-48

OBJECTIVES AND LEARNING ACTIVITIES

All previous objectives and learning activities are included.

1. Punctuate with commas accurately by reading and writing.

   Learning Activity: The student will identify the need for a comma and indicate orally the reason for its use. The student will write commas correctly in transcripts.

   Specific commas to be identified are as follows:
   , conjunction
   , and omitted

2. Spell accurately words in which silent "E" is dropped before "-ing."

   Learning Activity: Students may spell orally or write correct spelling for the words in lesson 45. The workbook emphasizes this.

3. Select the appropriate word from "it's" and "its."

   Learning Activity: Selection may be by spelling the correct word, by writing in longhand the correct spelling as well as dictation of sentences, letters, or workbook sentences using these words.

4. Use correct grammar in having the verb agree with its subject in number.

   Learning Activity: Students will read and write correct subject and verb agreement in shorthand in the book, in home work, or in taking dictation.

5. Students will write shorthand for short, simple new dictation.

   Learning Activity: The dictation should range from 50-80 words a minute. Ample preview should precede the dictation and questions honored before repeating the dictation several times.

6. Demonstrate a knowledge of the shorthand for states starting with letters O through W.

   Learning Activity: The student will illustrate knowledge of the states by reading or writing the states in shorthand or longhand.

INSTRUCTIONAL UNIT

PART 2 - REINFORCEMENT - CHAPTER 9, LESSONS 49-56

UNIT OBJECTIVE:

After the various Shorthand theory principles are initially presented, an organized review is contained in Part 2. Each lesson intentionally reviews all the theory presented in one chapter containing six lessons. It is excellent supplementary work providing a recall of previous learning. The supplementary reading and writing practice contained is excellent in that it concentrates on a limited group of theory principles and gives intensive drill upon them.

Since transcription readiness and some nonshorthand elements of transcription have been presented, this is the ideal time to introduce machine transcription of mailable letters.

Specifically, the following objectives apply to Part 2:

1. Review all Shorthand theory principles.

   Learning Activity: Read from homework; write from dictation the theory words; write from dictation the letters in the book; write from dictation new material after ample preview.

2. Transcribe shorthand dictation with emphasis on mailability.

   Learning Activity: Short letters may be dictated at 60 wam, and the student should type a transcript of each letter with special attention to placement on the page, neat corrections, good proofreading, and accurate transcript. Practice in estimating the number of words in the body of a dictated letter should precede this activity.

3. Study the Transcription Skills as presented in the book.
   SPELLING: silent "e" dropped before "-ment"
   SIMILAR WORDS DRILL: "their, there, they're"
   THE INFINITIVE
   THE PREFIX "SUPER"

   Learning Activity: Reading, writing, transcribing.

AUDIO VISUAL RESOURCES: Gregg Shorthand Transparencies, Series 90

INSTRUCTIONAL UNIT

PART 3 - SHORTHAND AND TRANSCRIPTION SKILL BUILDING

CHAPTER 10, LESSONS 57-70

UNIT OBJECTIVE:

The objective of this unit is to review theory by families or theory groups. The practice material in each of these 14 lessons concentrates on specific major principles of Gregg Shorthand as follows:

Lesson 57: Brief Forms and Derivatives
Lesson 58: Frequent Phrases of Gregg Shorthand
Lesson 59: Joined Word Beginnings
Lesson 60: Joined Word Endings
Lesson 61: Disjoined Word Beginnings
Lesson 62: Disjoined Word Endings
Lesson 63: Blends
Lesson 64: Vowel Omissions
Lesson 65: Numbers
Lesson 66: Brief Forms and Derivatives
Lesson 67: Frequent Phrases of Gregg Shorthand
Lesson 68: General Review of Major Principles
Lesson 69: General Review
Lesson 70: General Review

The practice material in these lessons not only strengthens the student's grasp of these major principles, but it also does much to develop their ability to construct outlines under the stress of dictation.

Learning Activity: Write rapidly and accurately from dictation; read rapidly and accurately from shorthand notes taken from rapid dictation as well as from home work; exhibit skill in spelling, punctuation, and the other conventions of written English required for successful typewritten transcription.

AUDIO VISUAL RESOURCES: Multi-Channel Dictation Tapes for GREGG SHORTHAND FOR COLLEGES, VOLUME ONE.

The following are pre-transcription items to be studied and learned:

PREFIXES: pre-, pro
un-
trans-

SIMILAR WORDS: county, country
add, ad
loss, lose, loose

GRAMMAR CHECKUP: comparisons
use of verbs with "one of"
sentence structure

SPELLING FAMILIES: -tion, -sion
-able, -ible
-ious, -eous
-er, -or, -ar

All of these are reviewed in the workbook exercises, and further drill may be given through dictation and recitation.

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SHORTHAND II

HANDOUTS

INSTRUCTION ON THE USE OF THE NOTEBOOK

The following suggestions should prove helpful to students in learning to make effective use of their notebooks:

1. Keep your notebooks in a definite place on your desk. Then you will be ready to take dictation at a moment's notice, assuming, of course, that you keep a pen with your notebook at all times.
2. Keep a rubber band around the used portion of your notebook.
3. Place the date at the bottom of the first page of the day's dictation.
4. Draw a line through each letter as soon as you transcribe it.
5. When you are interrupted in transcribing a letter, mark your place with a colored pencil.
6. Leave a space at the beginning of every letter for special instructions such as mailing directions, multiple carbons, etc.
7. Use a code or letter system for corrections or insertions in the dictation. Then write the correction or insertion at the end of the page; mark both the dictation and the point at which it is to be inserted with the same letter.
8. Write out unfamiliar names in longhand.
9. Indicate beside each letter any items to be checked, such as amounts of money, dates, and the like. Indicate by an X, check mark, or wavy line
10. Before transcribing, rewrite any incomplete sentences or ambiguous statements.
11. When the boss is interrupted during dictation, use the time reading your shorthand notes, improving outlines, and inserting puctuation.
12. Indicate the end of each item in some way such as by a wavy line.
13. Indicate rush items to be transcribed first with a colored pencil.
14. When it is necessary to take dictation on loose paper, fasten the notes in the proper place in the notebook for later reference.
15. Learn to turn pages in your notebook while taking rapid dictation.
16. File your notebooks; the name of the secretary, the dictator, and inclusive dates of the dictation should appear on the cover.

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TRANSCRIPTION CHECK LIST

The major factors that determine transcribing speed are shorthand speed, typing speed, and mastery of the mechanics of the English language. There are, however, some secondary factors that play a part in the transcription-production rate - factors that sometimes play a very important role. These factors can be divided into three groups:

Before taking dictation -

The efficient stenographer will make sure that she is organized for it. Each morning, for example, she will

1. Check that her materials are where they ought to be. The desk is organized. The eraser and correction film are where they should be. The typewriter type is clean. She always keeps things in the same place.

2. Check on her supplies. She has her stationery, her envelopes, her address file. She is so ready that she'll transcribe without bobbing up once.

3. Check on her reference books. She should have, at convenient arm's length, such books as 20,000 Words, the Reference Manual for Stenographers and Typists, a collegiate dictionary, and a World Almanac. She must be able to locate information without losing time.

4. Check on her dictation supplies. She checks her pens, sharpens her pencils, verifies that she has enough blank space in her notebook to handle the takes.

You see, the stenographer who looks to these details before taking dictation will not only produce more work but will do so much more easily.

While taking dictation -

The wise stenographer keeps one eye on the forthcoming transcription situation. The pains that she takes, not only in writing legible shorthand notes but also in indicating in those notes every tidbit of information that will help in transcribing, will have a great bearing on the rate of transcription. During the dictation, for example, she should:

1. Interrupt the dictator (tactfully, of course) when he talks so fast that the stenographer cannot keep up with him and write legible notes.

2. Ask the dictator to spell or repeat words that are not familiar.

3. Ask him for the spelling of all unusual or tricky names. (Limit this)

4. Use every pause in dictation to insert punctuation, patch up poor outlines, fill in omissions, etc.

INSTRUCTIONS FOR TYPING BUSINESS LETTERS
(Floating Dateline Placement)

1. SHORT LETTERS: 0 - 100 Words
   a. 2-inch side margins (4-inch line)
   b. Date on line 20
   c. 4 lines between the date and the inside address (three blank)

2. AVERAGE LETTERS: 100-300 Words
   a. 1½-inch side margins (5-inch line)
   b. Date on line 18 - 12 (101-150 Words - line 18)
      151-200 Words - line 16
      201-250 Words - line 14
      251-300 Words - line 12
   c. 4 lines between the date and the inside address (three blank)

3. LONG LETTERS: 300 Words and over
   a. 1-inch side margins (6-inch line)
   b. Date on line 12
   c. 4 lines between the date and the inside address (three blank)

4. TWO-PAGE LETTERS: a long letter
   a. Follow directions for a long letter
   b. On second page place the following information seven (7) lines from the top at the left margin:
      1. Name of the person to whom the letter is being sent
      2. Page number
      3. Current date
   c. After typing the heading, triple space and continue typing the letter.

BUSINESS LETTERS: DECIDE WHAT LETTER LENGTH YOU ARE GOING TO USE AND THE STYLE!

1. Type the date on the line indicated above (depends on letter length), either at the center point or left margin (depending on style chosen,
2. Type the inside address next 4 lines below the date.
3. Double space and type the attention line at the left margin.
4. Double space and type the salutation.
5. Double space and type the subject line either centered or at the left margin.
6. Double space and type the body of the letter (single spaced).
7. Double space between paragraphs, but single space the paragraphs.
8. Double space after the last line of the body of the letter and type the complimentary closing. Type the closing either at the center point or the left margin, depending on the style chosen.
9. Double space and type the company name in all caps.
10. Space four lines (3 blank) and type the name of the composer or dictator of the letter.
11. If someone types the letter for the dictator, his or her initials must be typed a double space below the name in lower case letters at the left margin.
12. If something else is enclosed in the envelope with the letter, the word "Enclosure or Enclosures" is typed a single or double space below the initials.

The next seven pages were removed from this document prior to its being submitted to the ERIC Document Reproduction Service.

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